

Student's Name: \_\_\_\_\_

SQU ID: \_\_\_\_\_ College: \_\_\_\_\_

# Sultan Qaboos University



## The Centre for Preparatory Studies

### English Language Exit Test (SAMPLE)

Part	Marks	Suggested Time
<b>Paper 1</b>		
Reading ( 3 sub-tests)	20	40 minutes
Language Use ( 2 sub-tests)	20	20 minutes
Listening ( 2 sub-tests)	20	30 minutes
<b>Total</b>	<b>80</b>	<b>1 hours 30 minutes</b>
<b>Paper 2</b>		
1 Writing Test	20	35 minutes

**Time allowed: 2 hours 5 minutes**

**This is your question paper. There are 18 pages.**  
**You can write on this question paper, but you must copy your answers onto your answer sheet.**

**Answer ALL questions.**

**All questions carry 1 mark each.**

**Part One - Reading**  
**Test One (6 marks)**

- **Read the following text carefully and answer questions 1- 6**

1. Renaissance, the French term for "rebirth," describes very clearly the changes that occurred in Europe in the areas of economics and thinking from the fourteenth through the sixteenth centuries. During the historical period known by this name, Europe came out from the low economic activity of the Middle Ages and experienced a time of financial growth. The Renaissance was also an age in which artistic, social, scientific, and political thought turned in new directions.

2. Until the Renaissance, the nobles who lived in the country provided the king with protection in exchange for land. Peasants worked the land for the nobles. In return, they received protection and their own small parcels of land. These rural peasants worked from sunup to sundown, but even the nobles had few comforts. In feudal cities, where there was a small middle-class population, life was a little easier and individuals were free to work in commerce or industry. By the Renaissance, when the threat of invasion from barbarians had lessened, people left the country and went to the towns and cities to work in more profitable activities.

3. Life in the city also changed significantly. During the late Middle Ages, (1350-1450) the bubonic plague, also called the "Black Death," killed one half of the population of Europe. The plague, which was almost always deadly, spread very rapidly in cities, where people were in close contact with each other. The only way to escape from the disease was to leave the city for the country. However, this was a possibility open only to those with enough money to make the trip.

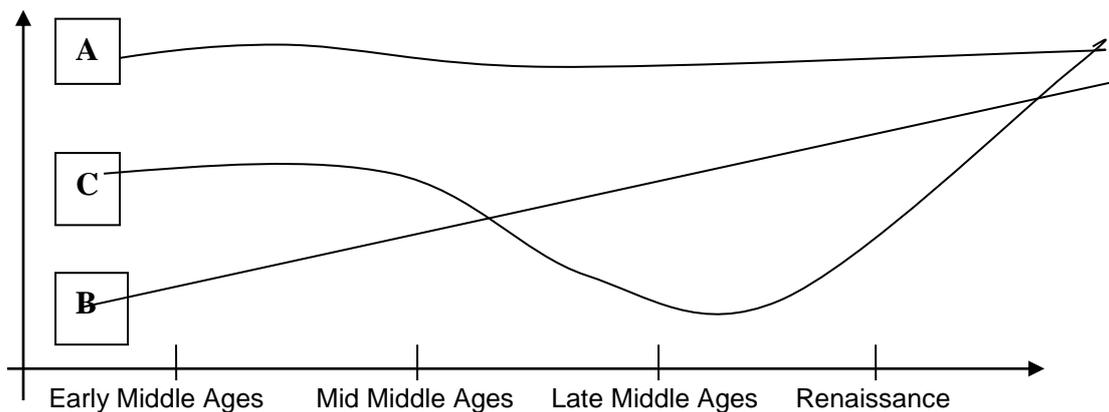
4. The population decrease caused by the plague led to an economic depression. Merchants and tradesmen had fewer people to whom they could sell their goods and they therefore, made less money. Life became more difficult throughout the community as those who worked with the merchants--bankers, suppliers, and shippers--also lost money.

5. As the number of deaths caused by the plague decreased during the Renaissance in the late fifteenth century, and populations grew, a new demand for goods and services was created and markets became much more active. A new middle class began to appear as bankers, merchants, and tradesmen were once again able to sell their goods and services and their wealth increased. Cities developed and living conditions improved.

6. The Renaissance also saw the continued use as well as the improvement of tools developed in the Middle Ages for exploration. One of these was the astrolabe, a portable device used by sailors to help them find their way. By measuring the distance of the sun and stars above the horizon, the astrolabe helped determine latitude, which is very important in navigation. Another tool, the magnetic compass, which had been invented in the twelfth century, was improved upon during the Renaissance.

**Questions 1 – 6: Choose the best answer a, b, c, or d. Circle the correct letter on your answer sheet.**

1. The main idea of paragraph 1 is \_\_\_\_\_.
  - a. an example of the term "Renaissance"
  - b. the changes that occurred during the period
  - c. the economic stagnation of the Middle Ages
  - d. the historical period involved
  
2. The spread of disease led to \_\_\_\_\_.
  - a. a movement from country to city
  - b. a movement from city to country
  - c. scientific and artistic activity
  - d. foreign attackers threatening the country
  - e.
  
3. Which of the following lines best represents the change in population described in this text?



- a. Line A
  - b. Line B
  - c. Line C
  - d. None of these lines
- 
4. Sailors began to navigate with the help of \_\_\_\_\_.
    - a. a magnetic device called the astrolabe
    - b. the astrolabe and better ships
    - c. tradesmen who invested money on voyages
    - d. the astrolabe and the magnetic compass
  
  5. From paragraph 6, we understand that \_\_\_\_\_.
    - a. travel by ship was increasing
    - b. Europeans had little experience of ships
    - c. the astrolabe was a new invention
    - d. stars can tell sailors where they are
  
  6. During the Renaissance \_\_\_\_\_.
    - a. there was a long period with little social change
    - b. Europe was badly affected by the plague
    - c. Europe recovered after a period of hardship
    - d. nobles re-gained power as people left the cities

**Part One - Reading**  
**Test Two (9 marks)**

- Read the following text carefully and answer questions 7- 15

1. On any school day, teenagers around the world stumble out of bed and prepare for the day, often a scant seven hours after they went to bed. Many students board the school bus before 7 a.m. and are in class by 7:30, having sat up until nearly midnight completing homework assignments. "A large number of teenagers, at school in the early morning, are sleepy to the point of illness," commented one sleep expert.
2. \_\_\_\_\_. But to researchers' surprise, recent studies have shown that teenagers require considerably more sleep than do younger children or adults. Starting around age thirteen and continuing into their early twenties, adolescents need about 9.2 hours of sleep each night, compared with the 7.5 to 8 hours that adults need.
3. In addition to needing more sleep, adolescents experience a change in their daily '**circadian rhythms**'. They do not fall asleep until later at night than younger children do. Previously it was believed that this was due to social factors such as schoolwork, evening jobs, time spent with friends, television and Internet use. In the past few years, however, sleep experts have learned that the brain's increased sensitivity to light during the teen years may be the cause. Two studies of adolescents which compared more physically mature with less physically mature girls, discovered that the first group preferred activities later in the day, and that their bodies produced melatonin (a body chemical which controls sleeping and is affected by light) later in the day.
4. \_\_\_\_\_. According to the U.S. National Highway Traffic Safety Administration, for example, sleepiness causes more than 100,000 of the traffic accidents each year, and young drivers are at the wheel in more than half of these crashes.
5. Teenage sleep shortages are often associated with psychological disorders, such as depression and attention deficit hyperactivity disorder (ADHD), a condition which makes it difficult for children to sit still and concentrate for long periods. \_\_\_\_\_, sleep deprived teenagers have greater difficulty controlling their emotions and impulses. This can lead to poor decision-making and risky behavior, says Ronald E. Dahl, a professor of psychiatry. Moreover, he says, although we know that lack of sleep affects young people's reasoning powers, moods and behavior in the short term, "it's not at all clear to what extent these effects are long-lasting."
6. \_\_\_\_\_. There is an association between sleep deprivation and poorer grades. In a 1998 survey of more than 3,000 high-school students, for example, two psychologists found that students who were getting C's, D's and F's in school obtained, on average, about 25 minutes less sleep and went to bed about 40 minutes later than students who were getting higher grades.
7. Also significant are the results of a study of more than 7,000 high-school students whose school district had switched from a 7:15 a.m. start time to an 8:40 a.m. start time. **These students** got more sleep on school nights, were less sleepy during the day, got slightly higher grades and felt depressed less often, when compared with students whose schools started earlier. Thus adjusting school schedules "could do more to improve education and reduce teen accidents and crime than many more expensive 'solutions'".

### Questions 7 - 9

- The topic sentence at the beginning of paragraphs 2, 4 and 6 is missing.
- Choose the best sentences from the list in column B below to begin these paragraphs.
- Circle the correct letter (a, b, c, d, or e) on your answer sheet
- There are two extra sentences

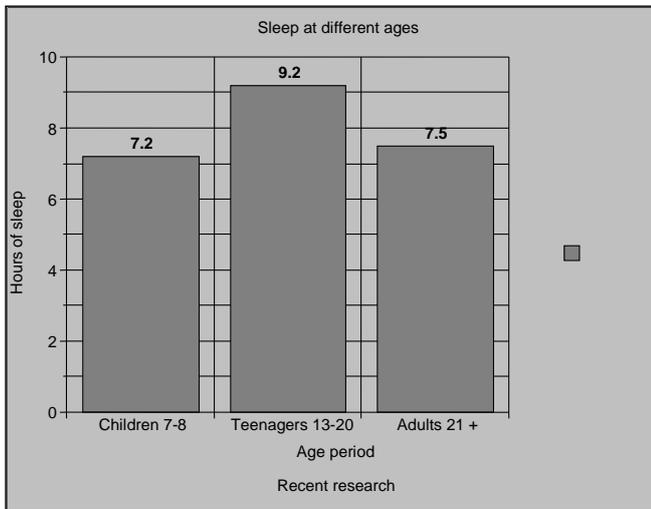
Column A	Column B
7. Paragraph 2	a. Insufficient sleep has also been shown to affect academic success.
8. Paragraph 4	b. Sufficient sleep has been shown to be beneficial to our lives.
9. Paragraph 6	c. Researchers don't know the exact time of production of melatonin.
	d. In the past, experts believed that people require less sleep as they grow older.
	e. There is also now strong evidence that sleep deprivation has numerous adverse effects on teenagers.

**Questions 10-13: Choose the best answer a, b, c, or d. Circle the correct letter on your answer sheet.**

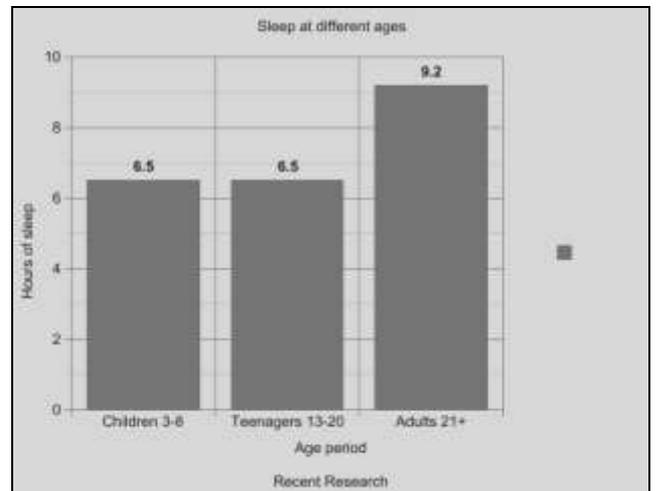
10. “these students” in paragraph 7 refers to students \_\_\_\_\_.
- whose classes started at 7:15 am
  - whose classes started at 8:40
  - who felt depressed more often
  - whose grades were not as good as other students’
11. According to the text, changing school times \_\_\_\_\_.
- solves the problem effectively
  - would be an expensive solution
  - had little effect when it was tried
  - hasn’t been tried yet
12. The term “circadian rhythms” in paragraph 3 refers to \_\_\_\_\_.
- our body’s natural timings
  - a type of social activity
  - school schedules
  - a form of illness
13. Look at paragraph 5. There is a blank in line 3.  
Which of the following should be used to fill this blank?
- However
  - Although
  - Because
  - In addition

**Questions 14: Choose the best answer a, b, c, or d. Circle the correct letter on your answer sheet.**

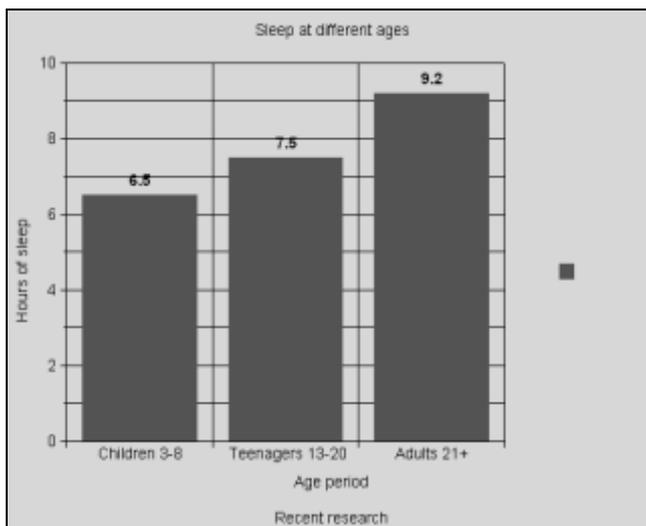
**14.** Which of the graphs below (A, B, C, or D) best matches the data described (hours of sleep for children, teenagers and adults) in the text you have read?



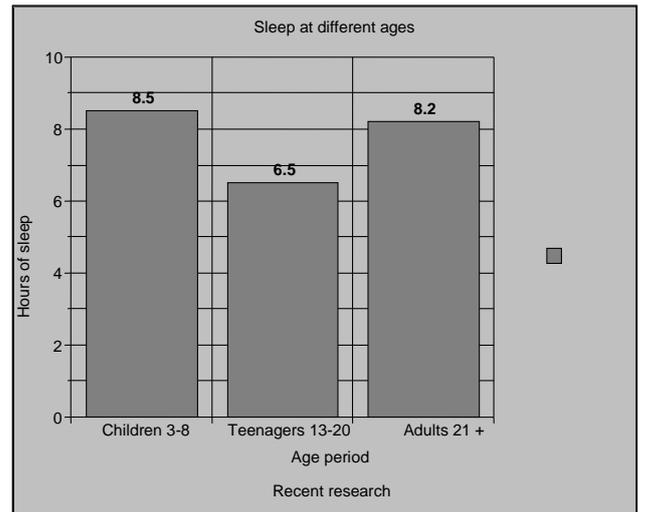
**Graph (a)**



**Graph (b)**



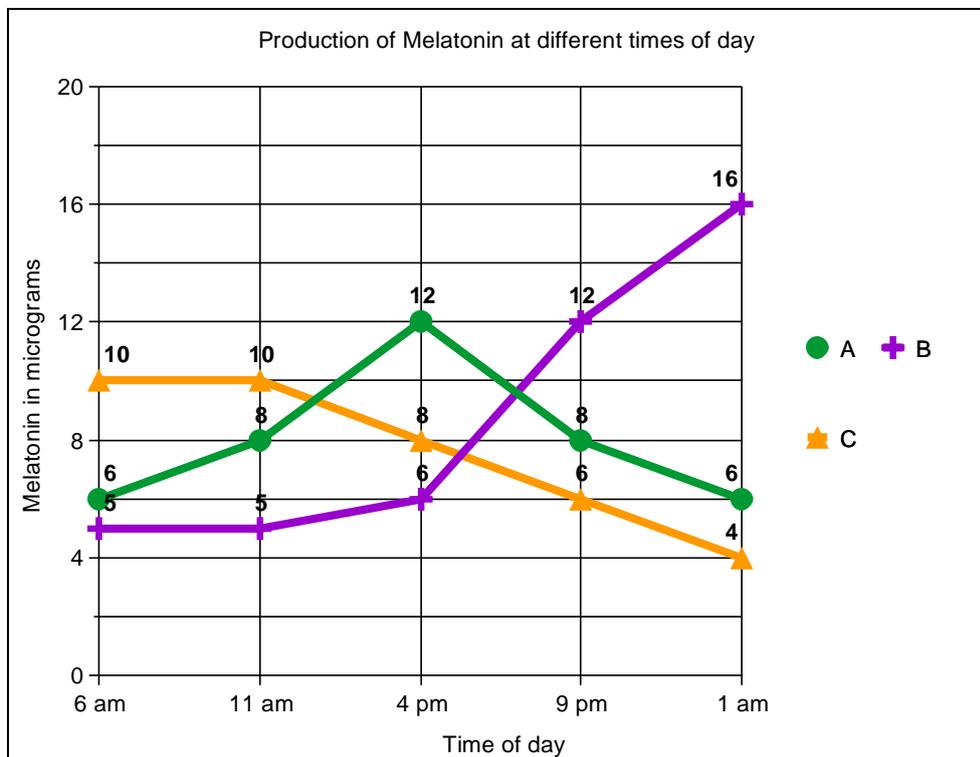
**Graph (c)**



**Graph (d)**

Questions 15: Choose the best answer a, b, or c. Circle the correct letter on your answer sheet.

15. Which of the lines in Graph 1 below (a, b, or c) best describes the situation that you have read in the text?



**Part One- Reading  
Test Three (5 marks)**

**Questions 16 – 20**

- Read the information about the four houses (A, B, C, D) given below.
- Select the house that is most suitable for each of the people described in questions 16 – 20. Some house advertisements can be used more than once.
- For each question, circle ONE letter a, b, c, or d on your answer sheet.

**House A**

**Upper floor studio** - area of 175 m<sup>2</sup>, tremendous ceiling height, detailed molding, wonderful light, new kitchen and bathroom in grand building.

Recently renovated kitchen with wood cabinets, stainless appliances and granite counters.

High ceilings, big south facing window in living room with fireplace. New white tile bath with pedestal sink.

Traditional stone building with renovated common areas. Convenient location near historical center with plenty of shopping areas. Museums and monuments nearby. Metro stop on McGill University line 250m away.

**House B**

**Top floor two-bedroom apartment** - with beautiful skyline views and lots of light, pine floors, exposed brick, renovated kitchen, open living room, big-size main bedroom with large closet, alarm system and tremendous common roof deck.

Ceiling fans and beautiful semi-circular window in living room. Fully equipped kitchen with big aluminum frame windows.

Professionally managed association. Common laundry. Additional storage. Located in middle of green belt with park and forest nearby. 9 am to 5 pm Kindergarten in the area. Public and Private primary schools nearby.

### House C

**This charming town home** is located in one of the most attractive downtown neighborhoods in the King/Dundas area and includes the garden you've been looking for!

**Includes:** kitchen with lots of storage, new gas cooker, tile floors, recent wooden floors and carpet, wardrobes in second bedroom, lots of closet space in the master suite, and so much more! Incredible lot! Refrigerator included!

3 bedrooms with huge master bedroom, dining room, kitchen, living room with fireplace and patio (deck/patio).

Within walking distance to bus stop. Transport to primary and secondary school. Transport to Technical and Special Education learning centers.

### House D

**CONVENIENT LOCATION WITH NO RESTRICTIONS!** Home with recent renovations including new roof and central heat and air. Situated on 5 hectares of park-like land planted with huge mango trees. Has 3 bedrooms, 2 bathrooms, kitchen, dining room and big living room with beautiful view of mature mango trees

Suitable for commercial use. Buyer could clear the land, or use the house as an on-site manager's residence for storage units, trailer park, greenhouse nursery business etc.

Easy access to Beltway 8, I-45, and I-59. 40 minutes away from downtown Miami and 10 minutes to major commercial area. Private and public primary and secondary schools available in the area.

**Questions 16 – 20: Which house is most suitable for each of the following people? Circle the correct answer (a, b, c, or d) on your answer sheet.**

16. A young couple with a 3-year-old child, who don't want to live in the center of town and are worried about security.
17. A 37-year-old secretary interested in the cultural aspects of the city and not interested in buying a car of her own.
18. A middle-aged couple with two children who want to start a green-plant and fresh cut-flower business.
19. A business man with two sons who is looking for land to run a horse-riding school for children. He needs good communication in from the city.
20. A middle-aged couple with a daughter attending a school for the deaf and a son studying mechanical engineering. They don't want to live far from the center of town.

**Part Two- Language Use**  
**Test One (10 marks)**

**Questions 21- 30**

- Read the text below. On your answer sheet, write **ONE** suitable word for each gap.

**Meet the new mouse**

Scientists have discovered a type of mouse that was not known previously — with a bigger head, ears, eyes and teeth than other European mice. It seems that it is the first new mammal species discovered in Europe in decades. The new mouse lives only on the eastern Mediterranean island of Cyprus. After genetic tests confirmed **(21)** \_\_\_\_\_ the mouse was a new species, scientists named it *Mus cypriacus*, or the Cypriot mouse.

Biologists have studied the number and variety of animal species of Europe so much over the last century that new mammal species are **(22)** \_\_\_\_\_ usual there. Few had expected **(23)** \_\_\_\_\_ discover new creatures as large as mice on the continent. The last time this **(24)** \_\_\_\_\_ happened in Europe was with the discovery of a bat found **(25)** \_\_\_\_\_ Hungary and Greece in 2001.

Studies have shown that **(26)** \_\_\_\_\_ new mouse arrived in Cyprus several thousand years before man and survived man's arrival on the island. Now, the new mouse **(27)** \_\_\_\_\_ adapted and lives together with the common European house mouse, whose ancestors arrived with man **(28)** \_\_\_\_\_ the Stone Age.

The *Mus cypriacus* was an exception **(29)** \_\_\_\_\_ it seems that only two other types of rodents have survived the arrival of man on Mediterranean islands. All others died **(30)** \_\_\_\_\_ after man arrived and this mouse is the only native still alive today. The discovery of a new species was both surprising and exciting. It opens a new period of study for scientists who are researching the evolution of mammals and the consequences of those human activities that affect the animal and plant life of islands.

**Part Two- Language Use**  
**Test Two (10 marks)**

**Questions 31- 40**

- Read the text below. On your answer sheet, write ONE suitable word for each gap.

**The Khufu Ship**

The Khufu ship is a complete, full-size vessel from Egypt that was buried beside the Great Pyramid of Giza around 2,500 BC. The ship was almost certainly built for King Khufu, one of the first kings of Egypt. It is one of the oldest and largest vessels from ancient times, and is in exceptionally good condition. At 43.6 meters in length, it is twice the length of the *Golden Hind*, the first ship to sail (31) \_\_\_\_\_ the world.

The ship was discovered in 1954 by Kamal el-Mallakh, who (32) \_\_\_\_\_ that it had not been touched since it was placed in a pit carved out of the rocky ground 4,500 years ago. It was built of wooden planks, and had (33) \_\_\_\_\_ broken up into more than 1,200 pieces which were arranged in a logical order. The ship (34) \_\_\_\_\_ now been reconstructed from these pieces.

We do not know the exact history and purpose of the ship, (35) \_\_\_\_\_ we can make some guesses. The ancient Egyptians always (36) used \_\_\_\_\_ build ships especially to bury with dead kings. The Khufu ship is of the same type as these other ships, (37) \_\_\_\_\_ were intended to carry the kings across the sky to the sun, which ancient Egyptians called Ra and worshipped as a god. However, the Khufu ship shows some signs that it had been used in water before it was buried, so it is possible that the ship was used either to transport the king's dead body to the Pyramid where it was buried, (38) \_\_\_\_\_ as a "pilgrimage ship" for Khufu to visit holy places while he was alive, and that it was then buried for him to use after (39) \_\_\_\_\_ death.

The Khufu ship has been on display to the public (40) \_\_\_\_\_ 1982, in a specially built museum at the Giza pyramid complex.

**Part Three- Listening  
Test One (10 marks)**

**Questions 41- 50**

- You will hear a talk about quinine.
- You will hear the talk twice.
- Write your answers on the answer sheet.
- You have one minute to read the questions on pages 13 – 14.

**Questions 41 and 42: Write one or two-word answers in your answer sheet.**

41. In the last lecture, the topics discussed were the places where malaria occurs, and \_\_\_\_\_, and how it spreads.

42. The earliest known treatment of malaria is a natural substance found in the \_\_\_\_\_.

**Questions 43 – 50: Choose the best answer a, b, c, or d. Circle the correct letter on your answer sheet.**

43. The discovery of the medicine by local natives was \_\_\_\_\_.

- a. the result of many years of research
- b. due to mere chance
- c. kept a secret for many centuries
- d. forgotten and re-discovered centuries later

44. The Indian who took the quinine water \_\_\_\_\_.

- a. drank it and died as a result of very high fevers
- b. was cured from malaria and told others about it
- c. cut the bark of the tree and made the medicine
- d. took quinine water to the Countess of Chinchón

45. What does quinine taste like?

- a. batter
- b. better
- c. bitter
- d. butter

**Continued on page 14**

46. Bark is \_\_\_\_\_.
- part of a tree
  - a rainforest plant
  - water from a puddle
  - a chemical substance
47. The pure substance that replaced the cinchona bark was discovered in \_\_\_\_\_.
- the 17<sup>th</sup> century
  - the 18<sup>th</sup> century
  - the 19<sup>th</sup> century
  - the 20<sup>th</sup> century
48. Today quinine is \_\_\_\_\_.
- not used very often
  - no longer found anywhere
  - again being used with success
  - not effective against new forms of malaria
49. At the present time scientists \_\_\_\_\_.
- Have developed a cheap vaccine against malaria
  - Are still working on developing a cheap vaccine
  - Have given up and no longer think a vaccine is possible
  - Believe that only expensive vaccines can be developed
50. What will the topic of the next lecture be?
- Developing vaccines for developed countries.
  - The team working at a hospital in Barcelona.
  - Developing a vaccine for viruses and bacteria.
  - Developing a vaccine against malaria.

**Part Three- Listening  
Test Two (10 marks)**

**Questions 51- 60**

- You will hear two people talking about planning a presentation.
- You will hear the talk twice.
- Write your answers on the answer sheet.
- You have one minute to read the questions on pages 15 – 16.

**Questions 51 and 52: Write one or two-word answers on your answer sheet.**

51. The student wants to ask her teacher about her presentation and \_\_\_\_\_.
52. The student finally decides to talk about 'The \_\_\_\_\_ of our Food Crops'.

**Question 53: Choose the best answer a, b, c, or d. Circle the correct letter on your answer sheet.**

53. Where are students expected to get their information from?
- a. Internet and books
  - b. specialized dictionaries
  - c. encyclopedias on the internet mainly
  - d. encyclopedias in the library mostly

**Question 54 – 55: Write one or two-word answers in your answer sheet.**

54. The teacher says the most important aspect of the presentation is that it should be \_\_\_\_\_.
55. Which source is better for a general overview of the topic? \_\_\_\_\_.

**Question 56 – 58: Write one or two-word answers in your answer sheet.**

- Two advantages of the internet are:
56. \_\_\_\_\_ information.
57. \_\_\_\_\_ examples.
58. The teacher will also grade it on research, organization and \_\_\_\_\_.

**Questions 59 and 60: Choose the best answer a, b, c, or d. Circle the correct letter on your answer sheet.**

**59.** The student will get good marks in the speaking aspect of the presentation if she \_\_\_\_\_.

- a. uses at least 5 original sources
- b. keeps his/her eyes on the notes at all times
- c. pronounces difficult words correctly
- d. divides the presentation into clearly different areas

**60.** A student will feel confident about giving a presentation by \_\_\_\_\_.

- a. using commercial sources
- b. making sure the topic is wide
- c. choosing a well-known topic
- d. practicing the presentation

End of Paper 1



